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The Iowa Blind History Archive
History of Blindness in Iowa - Oral History Project
Interview with [Name]
Conducted by [Name]
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April Enderton, 52, Des Moines, Iowa
Louise Duvall
April's home in Des Moines, Iowa
February 10, 2011

Louise Duvall: April and I have known each other, professionally, for approximately 12 years. This interview is part of the Iowa Department for the Blind's History of Blindness in Iowa, Oral History Project. All stories

submitted to this project will become a part of the History of Blindness Collection owned by the Iowa Department for the Blind. By submitting your story, you are acknowledging that your story is a gift, which transfers to the Iowa Department for the Blind all legal title and all literary property rights. You will be granting to the Iowa Department for the Blind an unrestricted license to use your recording and all the information which it contains in any manner the Department for the Blind may wish to use it, for as long as the Iowa Department for the Blind wishes to use it. Do you agree to have your story recorded?

April Enderton: Yes.

Duvall: Thank you, April. Did you want to talk about some of your educational and social experiences?

Enderton: Yes.

Duvall: All right. Let's start out by...why don't you tell me what your full name is, how old you are, and where it is that you live.

Enderton: My name is April Lynn Enderton. I am 52 years old. I live at 7758 Southeast 36th St. in Des Moines, Iowa.

Duvall: Can you tell me, where were you born? Where did you grow up?

Enderton: Well, actually I was born in Cedar Rapids, Iowa and then I grew up in Northeast Iowa, in Guttenberg.

Duvall: All right, that's fine. Were you born blind or did that occur later in life?

Enderton: I was born blind. I was born with glaucoma and I had some usable vision, but I was legally blind.

Duvall: When did you notice that you didn't see like other people did?

Enderton: I really didn't notice. In fact, when I learned… Well, there were things that were different about my early childhood. For example, we made very frequent trips to the University Hospitals in Iowa City because I had a lot of eye surgeries, and they had to monitor the pressure in my eye. That was a little bit different than what most kids experienced at that age; but I had pretty good vision, and I didn't realize that there were other people that could see better than I did. When it was explained to me that I would be going to the school for the blind I thought, "Well, that's kind of weird. I'll probably see better than anybody else there." So, I really didn't understand that I didn't see as well as other people. I kind of bumbled around with the eye charts, but I didn't realize that other people could read more on the eye charts than I could.

Duvall: I see. Now, did you have brothers and sisters?

Enderton: I had younger…two younger sisters and one younger brother.

Duvall: And, did they have trips to Iowa City for surgeries and things like that?

Enderton: No, they didn't. I knew that something was wrong…I mean I knew, definitely knew that something was wrong with my eye, but I didn't realize that people could actually see better than me.

Duvall: Okay. Well then, did you…you went to the Iowa Braille and Sight Saving School?

Enderton: Yes, I did.

Duvall: What year was that?

Enderton: I attended the Iowa Braille and Sight Saving School between 1962 and 1975.

Duvall: So, you went from kindergarten through graduation.

Enderton: Yes.

Duvall: So, kindergarten through 12th grade.

Enderton: Right.

Duvall: All right. You know the name of that school is Iowa Braille and Sight Saving School. Does that mean that there is a difference among the students?

Enderton: Well, there definitely is. There were a group of students who could see well enough to read Large Print, and they were called the sight saving students. The other group

of students read Braille, and there's where the Braille part of the school name came in.

Duvall: And, you were which?

Enderton: Well, (Laughter) I was Braille and sight saving actually, when I first came to school, because my parents, to their credit, had the wisdom to insist that I learn Braille early on. But, I could see well enough to read Large Print. So, I think I was considered a sight saver, even though I read Braille.

Duvall: So, that would have been unusual for anybody who had "usable vision" to learn Braille.

Enderton: Well, I think it was, like I said, I think it was my parents that really made that happen, because they always wanted me to learn Braille. So, it was understood that I would learn Braille. I wanted to learn Braille, too. I thought it would be cool, but I didn't actually need Braille at that time.

Duvall: All right. So, what did it mean to be labeled a "sight saver" student?

Enderton: Well, what it meant is that you got less special attention, and it also meant that you had more privileges.

Duvall: I see. What kind of privileges?

Enderton: Well, sight savers were the sighted guides who were trusted to take the other students off campus, and it

was so much understood that way that I remember when I was in….One example of how that worked was when I was in 5th grade. I was one of the oldest…I was in the junior girls dorm. The junior high girl's dorm had like 6th, 7th and 8th graders in it. One time, I was asked as a sight saver to take some of the kids in the junior high girl's dorm, who were like two, three and four years older than me. I was asked to take them off campus to a store called Bowman's, because it was assumed that since I had some usable vision that I could be trusted to do that. Well, these girls had been off campus a lot more than me, and to be quite honest, I was very nervous about it, but I thought, you know, if they believed I could do it then I could do it. But, in my mind I was thinking, "Well some of these girls would do a better job as a sighted guide or as a guide than I would, because they had been off campus a lot more." So, it was a situation where it wasn't necessarily your age that made you more trustworthy, it was the amount of vision that you had.

Duvall: I bet those junior high girls did not appreciate being assigned to a younger girl.

Enderton: Well, I don't know. They didn't act like they were resentful. I think it was…I think it was just accepted back then. I think they may have been relieved that they were able to go.

Duvall. Just to go, period.

Enderton: Yeah.

Duvall: They could put up with a younger girl.

Enderton: Yeah.

Duvall: I see. Well, we kind of touched on this briefly a minute ago, but as a sight saver you were expected to learn Braille. What about other alternative techniques, like carrying a cane or…

Enderton: There was no, no, no…no canes whatsoever. I don't even remember seeing anybody with a cane when I was younger. Even the blind students didn't have canes. I remember a lot of people walking with their hands straight out in front of 'em like that. It wasn't until I was in 7th grade, when two girls got hit by a car walking back from downtown, that all of a sudden people….there was this big, what I called a lock-down at the time. I think it was the administration, you know, scrambling to figure out how to resolve the situation. We weren't able to go off campus for a couple of weeks, until they were able to come up with some kind of a solution to the problem. And then, some people were issued canes. But, at that time, still, I didn't have a cane and none of my classmates had canes. So, you know, people…there were a lot of safety issues there because none of us had canes.

Duvall: And, a driver going down seeing two girls wouldn't necessarily know that they couldn't see him.

Enderton: Right.

Duvall: So, when were you introduced to using a cane?

Enderton: I was introduced to…I had my first mobility lesson when I was…my second semester of 8th grade.

Duvall: And, by then were you nearly totally blind?

Enderton: I was pretty close. While I could see things if they were really close to me. I remember a couple of weeks into the mobility, my mobility instructor told me, "Sit on that couch over…or no, sit on that chair there." And I said, "No it's not a chair, it's a couch." And she goes, "Oh, you have some sight. Then we need to get some sleep shades for you."

Duvall: I see. Sleep shades.

Enderton: Yeah, they did have me travel with sleep shades sometimes. It was like I'd had lost most…I mean it wasn't safe for me to travel without a cane. And, here I was just being introduced to the cane when I was in 8th grade.

Duvall: What about some of your…what other kinds of classes did you take?
Enderton: Well, my early elementary school I thought was really good. I thought we had really good teachers. We had Reading, Math, Science, History, Art, Gym…let's see…Music and then, of course, when we got older; when we got in 5th grade then…or 3rd grade we did piano; 5th grade they introduced band instruments and things like that. That was pretty much the gamut of classes that I took.

Duvall: I've heard stories from other graduates of the Iowa Braille and Sight Saving School, that they didn't feel they

were academically competitive with graduates of public schools, that they didn't finish the textbooks within the year. So, like your 8th grade Social Studies book that perhaps, at least for that particular student, they didn't finish it. When you got to World History you didn't get through World War II or, you know, things were slower and therefore more time would have been needed to finish the textbooks.

Enderton: That was not my experience at all.

Duvall: Good.

Enderton: I think part of the reason for that was that we…when I started my sophomore year, we had a new Superintendent that year who had worked at another school for the blind. I think it was in Oregon. And, at that particular school for the blind, a lot of their students were taking classes at the local public school. And so, he wanted to implement that at our school. So, when I went into 10th grade I was taking three classes a semester down at the local public school. And, I think the classes actually were History, English and a Biology class. And so, every year we were required to take a certain number of classes in the public school. So, I did really get that academic background. I felt that I really did have adequate education for…compared to my peers.

Duvall: Oh good. Well I'm glad to hear that. There certainly were different philosophies and trends over the different decades at the Braille school. You mentioned you got a new Superintendent. Can you remember who was the Superintendent when you were in your lower grades?

Enderton: I think when I started, I think the Superintendent's name was Iverson, but I don't know anything about him. I heard scary stories when we were little about how he had a paddle. (Laughter) The first one I was aware of was Mr. Hanson. He was the first one I was actually aware of.

Duvall: He was the one who implemented the attendance at public school?

Enderton: No, that was Mr. Woodcock.

Duvall: Mr. Woodcock, okay. All right. So, you had at least three Superintendents during the time you were a student there.

Enderton: Probably four or five.

Duvall: Oh, really.

Enderton: Yes. We had Iverson, Walker, Hanson, Rocco and Woodcock.

Duvall: Some of those names sound familiar to me, but of course that would have been before I started at the Department. All right, let's see. You touched on this briefly, but what did you mean by the word hierarchy…hierarchy among the students?

15:00

Enderton: Oh, well there was a hierarchy among the students. And as I said earlier, the sighted, or the sight savers, had more privileges. They were allowed to be sighted guides when you went off campus. When we went camping they did the cooking, while the blind students just sat around. It was just…the feeling was that the sight savers were more capable than the blind.

Duvall: And so, then did you believe that since you were blind?

Enderton: Well see…I was afraid when I started loosing my sight; it was horrible because I was afraid that I was going to become one of these incompetent blind people. It was just a horrifying experience.

Duvall: Oh, my goodness. Tell me about some of the social life things that went on at the Braille school. You talked about camping and stuff, but did you have dances and sports and things like that?

Enderton: We had dances. We had sports, track, wrestling. I was a cheerleader my last year in school.

Duvall: As a totally blind person, they allowed you to be a cheerleader?

Enderton: Oh, yeah; because I was a good cheerleader. I proved myself. (Laughter) We also had a lot of activities with the public school kids. We attended sunday school and church in the community when we were in Vinton for the weekends. We also participated…I was a Girl Scout, a

Brownie Scout and a Girl Scout and a Cadet. Most of those activities really never went over very well as far as our acceptance, being accepted in the Girl Scout group or whatever.

Duvall: Oh, it was a community Scout group.

Enderton: Right, right. We'd go downtown and participate in their Scout…be part of their Scout Troops and stuff. For most of that, you know, we were perceived, we were seen as the Braille school kids, and we were never really accepted. It wasn't until we started actually attending classes downtown that we started making some friends amongst our sighted peers.

Duvall: Did the high school used to be downtown?

Enderton: No, when we attended the classes down at the public school…

Duvall: The high school…

Enderton: Yeah, when we went to the public high school that's when we started, you know, being accepted by some of the students.

Duvall: I think the Vinton Public High School, now, is on the south side of town isn't it?

Enderton: I don't know where it is now.

Duvall: Out on the end of the highway there?

Enderton: That's where it was when we were in high school. We would walk down there.

Duvall: Downtown?

Enderton: Yeah.

Duvall: So, what kind of guidance…did you have a guidance counselor who talked to you about careers and plans for the future?

Enderton: Oh…that was a little weak I would say. We did have a guidance counselor, but I don't think anybody sat down with me and talked to me about plans for the future. The only thing that they did is made the ACT test available to us. Nobody really talked a lot about going…I think it was assumed that certain ones of us would go on to college, but nobody really talked to us about it.

Duvall: To go onto college, you would probably need sponsorship from the Iowa Commission for the Blind. Were you put in touch with a Counselor?

Enderton: The Counselors from, the then Commission, came up. I think, when I was a junior we started meeting with them, and they'd come up a couple times a year and talk to us. There was nothing through Iowa Braille except for connecting us or allowing people from the Commission to come in and talk to us. But, Iowa Braille really never did anything as far as career; helping us plan our careers or what we would do.

Duvall: So, it was sort of up to you and your Counselor from the Commission.

Enderton: Right.

Duvall: What did you do then when you graduated?

Enderton: When I graduated, I came to Des Moines with my husband…

Duvall: You were married all ready?

Enderton: No, he wasn't my husband then; I think he was my boyfriend.

Duvall: Oh, your boyfriend.

Enderton: We came to Des Moines together. He got a job and we started a family. For several years, I was a stay-at-home mom. And then around…

Duvall: What year did you get married?

Enderton: Got married in 1976.

Duvall: And, you graduated in?

Enderton: 1975.

Duvall: Okay, so the next year.

Enderton: Yep.

Duvall: All right. I'm sorry, go ahead.

Enderton: No, that's okay. I was just going to say that when our…after our sixth child was born in 1987, I decided there would come a day when all the kids would be in school, and so I wanted to do something for myself. I made the decision to go back to school.

Duvall: Where did you go?

Enderton: I started out at DMACC and I took…I went to DMACC for about a year and a half and then transferred to Drake University.

Duvall: All right. You were majoring in?

Enderton: I majored in Journalism and Psychology because I couldn't choose between them, and it took an extra year to complete my curriculum. I have degrees in Journalism and Psych.

Duvall: I see. So, you graduated from Drake in what year then?

Enderton: 1993.

Duvall: '93. Okay. Well, tell me about the ups and downs of being a college student.

Enderton: Oh, I loved going to school. It was great. I think it was a little bit tricky trying to arrange…I was very fortunate. I had a babysitter that came into my home and took care of my children, so I didn't have to pack them up and take them somewhere. I was also allowed to use Para-transit to go to and from school. So, that worked out very well. The Department for the Blind was very helpful. I had great Counselors; and they made sure that I was able to, you know….I had to, of course, find my own readers, but they set that up so that I could…I was able to pay 'em. I didn't really have too many downs; I really didn't. I enjoyed school. I had wonderful professors who actually looked to me for guidance, as far as how we were going to do exams and things like that.

I had one professor, this is kind of funny because…I was taking…I took his first test with my reader and I got a really high score. In his class, he believed that the Biology students were on one scale and the Biology majors were on another…on one scale, and the rest of us were on a lower scale that was 10 points lower. Well, I got a 90…I think it was a 98 on the first exam and he didn't say that he thought I cheated or anything like that, but after that he said that…

Duvall: That he would provide the readers.

Enderton: Yes, exactly. He said that he would provide the reader and I was a little bit nervous about it because, you know, I'm thinking, "Okay, if I get a lower score then he's going to say un-huh, you cheated, whatever." So I said, "Okay, you provide the reader but I want to meet with this person, and maybe study with them a couple of times before the exam so we could talk about, you know, how I wanted

the exam administered and all that." I met with this guy, took the exam and I got 100%. Okay, I'm not going to say anything. I rest my case! It was…school was great. I really didn't have too many problems. In fact, I would have gone to school forever if I would have had the funding to do so. (Laughter)

Duvall: A-ha. All right. So, now you've got a dual major and a degree. The next step is work, a job. What did you do?

Enderton: Well, I talked to one of my Psych. professors about an internship, and she recommended that I apply for a volunteer position at the Counseling Line at Community…it was called Community Telephone Counseling. She said, "You know, I think that's something that you can do." And so, I filled out the paperwork and went into the orientation and everything. So, I volunteered there for a year. About the time my internship was ready to end, you know, I was thinking, you know, this was fun but its over. Well, then the director at the time called me, and she said she wanted to talked to me about…how did she word it?…she wanted to talk to me about a staff position and I naively said, "What does that mean?" She said, "That means money. We want to pay you. We want to keep you on, and we want to pay you." And I said, "Okay." It was just minimum wage. That's what everybody got paid who were on staff, at that time. But, it was money and it was a job. So I said, "Sure." I've been working there ever since. Luckily, I make more than minimum wage, now. (Laughter) But, that's how I got in…and that was in 1993, I took the staff position.

Duvall: Seven plus years…no seventeen…

Enderton: Eighteen years.

Duvall: So, what kind of…without violating any confidentiality, what kind of counseling do you end up doing on the phone?

Enderton: A lot of our callers have mental health issues and we are kind of the supplement that they can contact us between their counseling visits, or some of them aren't even seeing a counselor. A lot of them just are depressed, anxious, feeling anxious. Just things like that. We also answer the American Red Cross line, which means if there's a fire, a house fire and somebody needs Red Cross Assistance, they need a place to stay for the night, or they need some belongings, some essentials. We take those calls and pass them on to somebody on the Disaster Action Team. We also have contracts to answer other lines. Over the years we have done all kinds of stuff. We used to do Bet's Off. We used to do Child Protective for the Department of Human Services. We've just done all kinds of stuff over the years. But, mostly what we do now is just give referrals, like, if somebody calls and they're looking for a shelter or looking for a place to get their taxes done for free, we'll give them that information.

Duvall: That's really a rewarding, feel good at the end of the day kind of job.

Enderton: Yeah.

Duvall: Unfortunately, those don't seem to pay as well as some of the banking jobs and…

Enderton: Right. They aren't quite as stressful. We get suicide calls and that can be very stressful.

Duvall: Yes, I would think. I would think. Oh my. Well, let's see…we've talked a lot about education, but we haven't really touched much on the social aspect and that was something that you wanted to cover. Do you have some stories that you wanted to share about your personal or social life?

Enderton: Well, I think that my family were really great as far as…of course, when I was born my mom was young. She knew nothing about blindness. Things were really rough for her at the time, but they made sure that I got all the medical care that I needed. Everything that could be done for me was done for me, and then they also persisted in me learning Braille, which was really significant later on because I didn't have to learn Braille in the midst of all this upheaval in loosing my sight.

I think though, that as I started loosing my sight, I think that a gap between my family and me started opening and just getting larger as I lost more sight. There were a lot of things we couldn't share anymore. Even if I had to see up close, I was still sharing things with them. Like the beauty of a sunset or something like that. As I lost more sight, that gap just widened. I started realizing that I wasn't asked to do the things that my sisters were asked to do. For example, babysitting; nobody would call on me to baby-sit in the neighborhood. I was not allowed to attend Bible school

with my siblings until I promised that I would stay with my sister's class, and my sister was a grade behind me; but that was the only way I could go to Bible school if I agreed to stay in my sister's class with her.

30:00

Duvall: Now, that was your parent's decision?

Enderton: My parent's decision. So, that was really rough because I always felt before then that they were on my side and that they understood, and now I understand that they meant well. It still sent out the message, you're different. You're not quite as capable. And so, that was hard. My sisters participated in dance class. I was not allowed to do that. I felt very left out when they had their dance recital and I had to be in the audience, and they were up there dancing. I just felt like that my parents could have done more to help educate other people in the community about my abilities, but I'm not sure that, maybe, they didn't believe that I was capable either.

Duvall: Now, do you suppose part of that was because you were away at school and they didn't get to see you perform as a cheerleader? And, you talked about music and some other skills, and things that you were doing at school.

Enderton: I think that, and also they thought that in a blind environment that the expectations would be different. In other words, if I were a cheerleader in a blind environment, that I wouldn't be expected to do the same things that I would at home. Like, again, there was a hierarchy that you

know there were sighted people and there were blind people, and blind people could do these things as long as they did 'em, you know, with other blind people. I think they were surprised, like, when I told them that…I told my grandma how well I was doing in college, and she wanted to know if it was, you know, I was doing well, as good as the other blind people. And I said, "No, I'm at the head of my class and these people are sighted. They're not blind."

Duvall: I see. Did your sisters go to college?

Enderton: They did…later on they did.

Duvall: So, you grew up in a household full of capable, intelligent people.

Enderton: Right, right. But, you know, and I think it is in the world at large that there are so many misconceptions about blindness, even amongst very intelligent people. Some of the eye doctors are some of the worst. (Laughter) That's something we as blind people have to deal with every day of our lives, educating people. Some days I'm better at it than others. Some days I'm just not very tolerant at all and other days, I'll sit down and explain it twenty times and still be ready to talk more. But, I guess, it was disheartening as I was loosing my sight to feel myself drifting further away from my family. That was very hard.

Duvall: What about homemaking skills and things. You got married pretty young. Where did you, or who taught you, how to cook, iron, keep house, balance a checkbook and all of those kinds of things.

Enderton: Well, we had a lot of that in Home Economics at school. Then some of it I just kind of picked up through trial and error. I always enjoyed cooking. I always enjoyed sewing. I was just a very independent person. I would figure out a way to do something.

Duvall: Did the house-parents work with the kids on how to do their own laundry and that kind of thing?

Enderton: We had a system called the Independent Dorm. When we got into like 10th grade and up, a lot of us lived in Independent Dorm and what it was…where we'd have our own like little suite of rooms. It would be right there in the dormitory building, but we wouldn't have a housemother and we would be expected to do our own laundry, and things like that. That was really helpful. I did a lot of housework at home though. That's another thing I would say to my parent's credit is…one thing that they did expect me to do, like my siblings, was housework. I always had to do dishes, I always had to clean and keep my stuff picked up….

Duvall: Make your bed?

Enderton: Oh, make my bed, absolutely! Every day. My parents were good at making sure that I did chores along with my siblings. And then, at school we were expected to make our beds, and dust our rooms and all that stuff, too. It was always a part of my life, I guess.

Duvall: Did you develop some very close relationships with some of your roommates, or cottage mates, or longtime friends?

Enderton: Un-huh. In fact, in 1993 we went up to Vinton because we wanted to show the kids where we went to school, and I felt like we were coming back home again, because there were staff members that some of them were retired and a few of them were still at the school, but every person we saw, it was like, "Oh wow! I'm so glad you're here! Let's catch up and stuff." It was really great, and I'm still in touch with a lot of the people I went to school with. One of my friends…can I say a name? Julie McCulla, we'd known each other since I was five years old. So, I feel, you know, every now and then I'll say, "You know, you've known me longer than anybody else." And, that's kind of scary, you know. We're always in touch. It's just great to hear how she's doing and how her mom's doing. It's just great to have a friend that I've known for most of my life. You experience so many things with. We went through so many things together. It's just interesting to have somebody like that in your life.

Duvall: No, I think every spring, like the first week of June there's a reunion, or an alumni meeting, or a get-together on campus. Do you try to get back for some of those?

Enderton: I never have. I've seen the programs, and it just never sounded very interesting to me.

Duvall: I've never seen the agendas, so I don't know…

Enderton: I think they have like a talent show and a social and…I don't think they reach out, as well, as they could to get…to attract more former students and staff. So, no, I've never gone.

Duvall: You are involved in organizations of the blind.

Enderton: A-huh.

Duvall: You want to go on record for what you do there?

Enderton: Sure. I'm the President of the Des Moines Chapter of the National Federation for the blind of Iowa and the first Vice-President of the State Affiliate, and I was kind of slow coming around to…I've always had the Federation philosophy, you know, that with the proper training, blindness can be reduced to a mere nuisance. I've always believed that, you know, that a blind person can do the same job as their sighted peers. So, it was just a matter of actually deciding to step up and join my voice with all these other people that were involved in work for the blind. I'm glad I did. I joined the National Federation for the Blind in 2006 and it was a great choice because I've met a lot of wonderful people through the organization, whom I wouldn't have known otherwise. It's helped me become a better person, too. It's really helped me become…I was kind of shy and felt kind of uncomfortable about speaking out and now, well, I have to plan a meeting every month and speak in the meeting, and so it's like, you know…

Duvall: You call people up and ask them to be speakers.

Enderton: Right, right. And so, it's really helped me become assertive. It's been a good experience for me and I hope that the Federation is getting as much from me as what I'm getting from them.

Duvall: Good…Well, I only have one question. It should be kind of a wrap-up. Before I ask it I should say to you, do you have anything more that you want to share?

Enderton: Um, no. Not anything earth shattering.

Duvall: We'd want our readers to know that your husband is also blind, so we have a blind couple…

Enderton: And, we met in Vinton at the School for the Blind.

Duvall: And, you live on a farm.

Enderton: Yes, we do.

Duvall: With cows.

Enderton: Yes, we have cows. So, we have a lot of beef in our freezer. My husband…they're not milk cows they're beef cows. My husband does chores every morning, and every afternoon, when he comes home from work, he also does chores. So, he works full time at Iowa Methodist Hospital and farms. He is a very capable blind person, too. I think he pretends to see more than what he should, but he knows I feel that way.

Duvall: But, at least he's not driving.

Enderton: No, no, no, no, no! Well he drives a tractor though. He does drive the tractor. But no, he doesn't drive anything down the highway.

Duvall: All right. Well, let me ask my last question then.

Enderton: Sure.

Duvall: It is sort of a philosophical kind of thing…but what would you tell a blind child today on how to achieve and how to be successful in school, and how to feel good about themselves?

Enderton: Well, I think it's very important for blind children to learn Braille. And, sometimes, through circumstances, it isn't always available to the extent that it should be. But, I would tell a child, "Make sure anytime you have an opportunity to do something with Braille do it, because literacy is so important." We hear so much about literacy in the sighted world. Well, that also goes for the blind world, too. With over 70% of blind people unemployed and underemployed, it certainly doesn't help if they are illiterate. So, I would say Braille is very important. I would also say…I would encourage kids to network to the extent of their ability. I know that most kids are in public schools now, which makes it more difficult. Any time they have any opportunity to talk with another blind child, or blind adult, I think that that's helpful. And also, mobility cane skills are very important, too, and the sooner that kids are introduced to the cane, the better. Those are the most important things that I would say to a blind child…is get your Braille as much

Braille as you can, talk to other blind people, and get that cane.

Duvall: Thank you.

Enderton: You're welcome.

Duvall: With age comes wisdom. (Laughter)

Enderton: And, I'm still learning. (Laughter)

Duvall: Well, thank you, April.

Enderton: You're very welcome.

43:12
(End of Recording)

Deb Brix
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